

## West Ashley Intermediate

721 Wappoo Road  
Charleston, SC 29407

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	585 Students	
<b>Principal</b>	Benjamin Bragg	843-763-1533
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	73	20	1

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Below Average	No

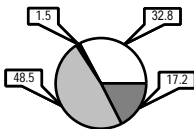
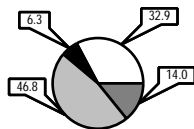
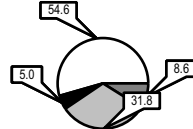
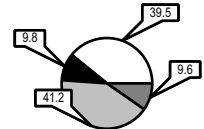
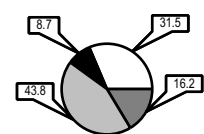
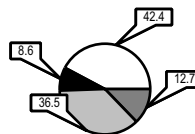
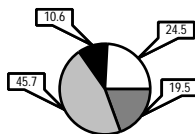
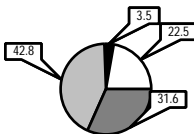
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	562	95.9	31.7	49.3	17.4	1.6	29.5	Yes	Yes
<b>Gender</b>									
Male	282	94.7	37.8	45.8	16.1	0.4	21.3	N/A	N/A
Female	280	97.1	25.8	52.8	18.7	2.8	37.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	151	93.4	16.8	48.8	30.4	4.0	45.6	Yes	Yes
African American	379	96.6	37.8	49.3	12.3	0.6	22.9	No	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	22.2	55.6	22.2	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	472	99.6	26.5	52.3	19.4	1.8	33.4	N/A	N/A
Disabled	90	76.7	65.7	29.9	4.5	0.0	4.5	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	95.9	31.7	49.3	17.4	1.6	29.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	23.8	61.9	9.5	4.8	28.6	I/S	I/S
Non-Limited English Proficient	535	95.7	32.1	48.8	17.7	1.5	29.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	383	96.6	35.1	50.9	13.5	0.6	25.0	Yes	Yes
Full-pay meals	179	94.4	24.2	45.8	26.1	3.9	39.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	562	96.1	32.3	46.6	14.1	7.0	34.3	Yes	Yes
<b>Gender</b>									
Male	282	95.0	34.0	44.8	13.6	7.6	34.8	N/A	N/A
Female	280	97.1	30.6	48.4	14.7	6.3	33.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	151	93.4	16.8	48.8	20.8	13.6	56.0	Yes	Yes
African American	379	96.8	37.1	47.7	11.1	4.0	25.7	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	50.0	22.2	22.2	5.6	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	472	99.8	27.6	49.2	15.9	7.4	37.7	N/A	N/A
Disabled	90	76.7	62.7	29.9	3.0	4.5	11.9	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	96.1	32.3	46.6	14.1	7.0	34.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	42.9	28.6	19.0	9.5	38.1	I/S	I/S
Non-Limited English Proficient	535	95.9	31.8	47.4	13.9	6.9	34.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	383	96.9	39.3	45.6	10.9	4.3	26.1	No	Yes
Full-pay meals	179	94.4	16.3	49.0	21.6	13.1	52.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	562	97.9	54.4	31.6	9.0	5.0	14.0
<b>Gender</b>							
Male	282	97.2	54.8	28.9	10.6	5.7	16.3
Female	280	98.6	54.1	34.4	7.3	4.2	11.6
<b>Racial/Ethnic Group</b>							
White	151	96.7	32.1	38.8	15.7	13.4	29.1
African American	379	98.2	63.4	29.1	5.8	1.7	7.5
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	44.4	33.3	16.7	5.6	22.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	472	99.8	48.5	36.1	9.7	5.7	15.4
Disabled	90	87.8	83.9	9.2	5.7	1.1	6.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	97.9	54.4	31.6	9.0	5.0	14.0
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	57.1	23.8	19.0	0.0	19.0
Non-Limited English Proficient	535	97.8	54.3	31.9	8.6	5.2	13.8
<b>Socio-Economic Status</b>							
Subsidized meals	383	98.2	60.6	30.3	6.9	2.2	9.2
Full-pay meals	179	97.2	40.7	34.6	13.6	11.1	24.7

<b>Social Studies</b>							
All Students	562	97.9	39.3	41.2	9.8	9.8	19.5
<b>Gender</b>							
Male	282	97.2	42.2	40.3	7.2	10.3	17.5
Female	280	98.6	36.3	42.1	12.4	9.3	21.6
<b>Racial/Ethnic Group</b>							
White	151	96.7	32.1	41.0	9.0	17.9	26.9
African American	379	98.2	41.6	42.7	9.4	6.4	15.8
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	20	100.0	55.6	16.7	16.7	11.1	27.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	472	99.8	34.3	44.1	10.8	10.8	21.6
Disabled	90	87.8	64.4	26.4	4.6	4.6	9.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	562	97.9	39.3	41.2	9.8	9.8	19.5
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	47.6	23.8	19.0	9.5	28.6
Non-Limited English Proficient	535	97.8	38.9	41.9	9.4	9.8	19.2
<b>Socio-Economic Status</b>							
Subsidized meals	383	98.2	41.7	42.2	9.2	6.9	16.1
Full-pay meals	179	97.2	34.0	38.9	11.1	16.0	27.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.2	35.3	48.1	16.6	0.0	16.6
	6	378	99.5	41.9	44.2	13.3	0.6	13.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	279	95.3	28.0	54.8	17.2	0.0	17.2
	6	283	96.5	35.5	43.8	17.5	3.2	20.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.6	35.2	44.9	12.7	7.2	19.9
	6	378	99.5	27.7	51.0	16.8	4.4	21.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	279	95.7	37.5	46.2	10.8	5.6	16.3
	6	283	96.5	27.1	47.0	17.5	8.4	25.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	99.6	55.5	28.8	10.2	5.5	15.7
	6	378	99.2	47.8	34.8	12.4	5.0	17.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	279	97.5	55.0	32.4	7.3	5.3	12.6
	6	283	98.2	53.8	30.8	10.8	4.6	15.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	259	98.1	53.0	34.1	9.1	3.9	12.9
	6	378	99.2	24.8	42.5	17.4	15.3	32.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	279	97.5	49.2	43.1	4.2	3.4	7.6
	6	283	98.2	29.2	39.2	15.4	16.2	31.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	279	97.5	49.2	43.1	4.2	3.4	7.6
	6	283	98.2	29.2	39.2	15.4	16.2	31.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 585)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	6.5%	Up from 2.9%	3.7%	2.8%
Attendance rate	95.0%	Down from 95.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 5.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Down from 4.9%	0.0%	0.0%
Eligible for gifted and talented	10.1%	Down from 12.3%	8.8%	10.4%
On academic plans	47.8%	N/AV	40.1%	33.6%
On academic probation	4.0%	N/AV	4.0%	1.0%
With disabilities other than speech	13.3%	Down from 17.6%	8.3%	7.5%
Older than usual for grade	6.3%	Up from 5.2%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Down from 2.7%	0.0%	0.0%
<b>Teachers (n= 46)</b>				
Teachers with advanced degrees	52.2%	Up from 46.7%	53.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.1%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	3.0%	Down from 8.0%	0.0%	0.0%
Teachers returning from previous year	69.8%	N/A	87.2%	87.3%
Teacher attendance rate	98.8%	No change	95.2%	94.9%
Average teacher salary	\$39,129	Up 7.7%	\$42,263	\$42,485
Prof. development days/teacher	7.2 days	Down from 9.1 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 23.0 to 1	18.0 to 1	18.6 to 1
Prime instructional time	93.6%	Up from 93.4%	89.6%	89.7%
Dollars spent per pupil*	\$5,773	Up 20.9%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	52.5%	Down from 69.2%	63.9%	64.0%
Percent of expenditures for instruction*	70.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.1%	Up from 85.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Over the past year, the WAIS community has made significant improvements to our school program through the hard work of our teachers, students, parents, support staff, and administration.

We have continued formalizing CCSD's Coherent Curriculum, which provided our teachers a blueprint for their professional collaboration during common planning conferences. We continued the use of the SuccessMaker program to target individual academic needs of our students through the continual use of our three fully equipped computer labs. We used Title I funds to help support an extended day program after school. We provided an Academic Intervention program, during which students who needed extra assistance in English Language Arts and Mathematics met with certified teachers to work on necessary strategies in these areas.

Our students participated in basketball, cheerleading, football, and track. We introduced our students to a second language, Spanish. Our related arts program included art, band, computer technology, health and physical education, strings, and music. We began a character education program called Project Wisdom and implemented the PBIS behavioral system. We progressively have seen a decrease in student discipline referrals and suspensions. Our character education program focused on six core values of life: trustworthiness, respect, responsibility, caring, fairness, and good citizenship. We participated in a professional staff development focusing on the use of multiple intelligences, learning centers, and teaming strategies. We also provided live exercises dedicated to school safety and security. Teachers recognized 128 sixth graders and 86 fifth graders as Terrific Kids. We implemented inclusion of exceptional children in the mainstream classes. In keeping with the best practices from current research, all of our teachers are part of teaching teams, which helps create smaller communities within the larger school.

We acknowledge and look forward to the challenges that are ahead of us. WAIS will move forward and become St. Andrews Middle School and will house grades 6-8. We will continue to grow and improve our academic programs as well as assist in the development of responsible adolescents. We will provide numerous opportunities for students to become successful through social, emotional, and academic growth.

Benjamin Bragg, Principal

Laverne Price, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	28	146	63
Percent satisfied with learning environment	78.6%	68.3%	66.7%
Percent satisfied with social and physical environment	89.3%	65.7%	50.0%
Percent satisfied with school-home relations	33.3%	82.0%	59.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.